

PUBH 712 – Global Health Ethics

Spring 2016

Faculty

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Course purpose and objectives

Purpose:

This course is designed to introduce you to the theoretical and practical aspects of public health ethics, with a particular focus on the global context.

General topics covered in lectures and moderated discussions include moral reasoning, justice, responsiveness and exploitation, community engagement, and professional conduct when engaged in public health research and practice.

Upon completion of the course, you should be able to: (a) describe in depth the principles of public health ethics and how these principles should be applied the ethical design and conduct of public health research or practice; (b) identify, define, and analyze ethical issues in the context of public health research or practice; (c) identify, through case studies, ethical issues that arise in different contexts and begin to reason through an appropriate course of action. In addition, you will be expected to develop a global and ethnically sensitive perspective on public health and public health ethics.

Objectives:

1. Develop and refine your skills in ethical review of public health practice and research.
2. Develop and refine your ability to analyze individual cases and to make informed and reasoned judgments about the proper conduct of scientific research.
3. Improve your research and writing through independent examining key ethical theories, policies and regulations.

Approach to assignments

Each week you will have assigned readings and written assignments, including responses to questions posted in the interactive discussion forums and analytical papers that will be submitted via Sakai. In all of the assignments (written assignments, forum posts, and the educational project) you will be expected to draw upon not only assigned readings but also outside materials, including the primary literature, existing federal and state regulations, and international guidance documents, among others.

It is anticipated that you will need to dedicate at least 12-15 hours per week to course readings and assignments, including assigned readings, written assignments and discussion forum participation.

Assigned readings:

The assigned readings are divided into two sections: required readings and recommended or supplemental readings. You are expected to read all required readings, which will not exceed an average of 50 pages per week. You are expected to complete the required readings by the start of the week, so that they can fully participate in the discussion forums.

Recommended and supplemental readings contain additional materials for those who would like to go deeper into the topics.

Individual Writing Assignments:

Twice during the duration of this course, you will be required to submit a brief analysis of key questions or concepts that arise during the course. These analyses are short essays (2-4 pages; max. 1500 words) intended to show your mastery of the cases, terminology, precepts or principles discussed. Each paper should be written in accordance with the formatting requirements of the American Journal of Bioethics. You can find those formatting requirements here: <http://www.bioethics.net/ajob-submission-guidelines/>

Assigned papers should be submitted via Sakai by 5p EST/EDT on the Sunday they are due (e.g. the first written assignment should be submitted by 5p EST on Sunday, February 28th, and the second written assignment should be submitted by 5p EDT on Sunday, April 24th). When submitting the final paper to Sakai, use the following file naming convention: ONYEN username + week of assignment.

Extensions are granted only at the discretion of the instructor, must be requested in advance, and must be clearly justified by circumstances of personal or professional hardship. The instructor will return the papers with comments by e-mail. For assignments submitted within a week after the

expected deadline, you will receive an automatic one-letter grade deduction. Assignments received greater than 7 days after the expected deadline will not be accepted. These assignments will be graded objectively using the rubric posted in the Sakai course.

Group Exercises:

In addition to the individual writing assignments, there will be four group exercises assigned throughout the duration of the course. Your grade for these group assignments will be based on your individual participation and the final group product.

For each of these exercises, you should:

1. Assign a group member (or two) to serve as facilitator;
2. Develop an action plan on how to respond to the group assignment. This action plan might include a time line for completing the assigned readings, when posting to the discussion forums should begin, expectations on when individual group members need to check the discussion forums or complete assigned tasks, etc.;
3. Assign a group member (or two) to serve as a rapporteur. The role of the rapporteur is to summarize the group's discussion and provide: (a) a clear description of the ethical issues; (b) a synopsis of the salient points of the discussion (including all relevant and opposing views); (c) a explanation of how the ethical conflict (if any) should be resolved; and (d) an implementation plan. As with the individual writing assignments, these summaries should be short (2-4 pages; max. 1500 words) and written in accordance with the formatting requirements of the American Journal of Bioethics.

Note: Individual effort and workload within groups may be unequal from one Group Exercise to the next. It is the responsibility of the group members to come up with a work plan that is considered to be equitable across the duration of the course.

Summaries should be submitted by the rapporteur via Sakai by 5p EST/EDT on the Sunday they are due (e.g. the first group exercise summary should be submitted by 5p EST on Sunday, February 7th). When submitting the final paper to Sakai, use the following file naming convention: Group Number + Assignment Name.

Discussion Forums:

The Discussion Forums are the main vehicle for promoting interaction among students. You are expected to participate fully in each and every discussion forum by answering questions, challenging assumptions, posing new

questions, and sharing concerns and insights.

Each discussion forum will be open for two weeks, starting on the Monday morning that the week begins and ending on the Sunday evening of the following week (e.g. the discussion forums for Week 1 will open at 7a EST on Monday, January 11th and close at 5p EST on Sunday, January 24th. The final discussion forums will remain open until Sunday, April 30th). Each discussion forums is assigned a set and equal number of points. Once each weeks' forums close, you will be assessed objectively as to whether or not you contributed actively to the discussion. Remember that it is the quality not just the quantity of posts that matters (i.e. don't just reply "I agree" to another student's post, but contribute to discussion by adding some additional insight or provide some thoughtful rationale for agreement). Be sure to review the rubric for discussion board participation provided in the Syllabus Section of Sakai.

Student Evaluation

Because of the intensive and interactive nature of this course, you should expect to log onto the Sakai system on a daily basis. I do recognize, however, that all students have competing obligations and that unforeseen circumstances do arise. If, for any reason (professional, personal or otherwise), you cannot participate fully during a given week, you should inform the instructor immediately so that alternative arrangements can be made. This alternative arrangements may include additional 2-4 page writing assignments to assess student understanding of the materials and discussions missed.

In order to receive an “A” grade, you need to demonstrate creative thought, independent research and scholarship, and competence in applying ethical theories and models to challenging and novel research problems. Final course grades will be based on:

1. Individual written assignments (2 x 15% = 30%);
2. Group exercises (4 x 10% = 40%); and
3. Consistent, timely and insightful participation in the discussion forums (30%).

A total of 500 points will be awarded during the course, broken down as follows:

Two written assignments, each worth 75 points	150 points
Four group exercises, each worth 50 points	200 points
Discussion forum participation, each week worth an average of 10-11 points.	150 points

[Note: Discussion forum participation scores are calculated objectively using the rubric provided. Be sure to participate in all forums.]

Final letter grades will be determined using the following unweighted scale:

H (Clear Excellence) =	450 – 500 points
P (Entirely Satisfactory) =	400 – 449 points
L (Low Passing) =	350 – 399 points

Any student who scores less than 350 points will receive a failing (F) grade.

Required Books and Materials

Dawson, A. (ed). Public Health Ethics: Key Concepts and Issues in Policy and Practice. New York, NY. Cambridge University Press. 2011. [Note: All page numbers listed in the weekly syllabi are from the paperback version of the book and may differ from electronic or other copies].

Course Readings (online): selected articles to be provided free.

Recommended Books and Supplementary Materials

Macklin, R. Ethics in Global Health: Research, Policy and Practice. New York, NY. Oxford University Press. 2011.

Supplementary Course Readings (online): selected articles to be provided free.

Honor Code

For more than 130 years, Carolina students have pledged not to lie, cheat, or steal. Students enjoy a great deal of freedom at Carolina and have been entrusted to hold each other accountable for maintaining a just and safe community. As such, students hear and decide all alleged cases of conduct and academic integrity violations.

The Honor Code is the heart of integrity at Carolina. In brief, the Honor Code says that all students shall "Refrain from lying, cheating, or stealing," but the Honor Code means much more. It is the guiding force behind the students' responsible exercise of freedom, the foundation of student self-governance here at UNC-Chapel Hill. The University maintains an Honor Code because we believe that all members of our community should be responsible for upholding the values that have been agreed upon by the community. A written Honor Code is an affirmation of our commitment to high standards of conduct inside and outside of the classroom.

The Honor Code is found in a document known as the [*Instrument of Student Judicial Governance*](#). The Instrument is the University's official document containing the rules and regulations that guide the Honor System. The list of prohibited conduct and the possible sanctions given by the Honor Court can all be found in the Instrument. This document also includes information on the rights and responsibilities of all members of our community to the Honor System and under the Honor System.

While the [*Instrument*](#) is continuously amended to address new circumstances and challenges, it remains the foundation of the system of student self-governance.

Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone's perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that occurs in this course. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to "diversity of presences," including, among others, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, and social position.

This class follows the principles of inclusion, respect, tolerance and acceptance that support values of diversity.

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. The Equal Opportunity and Compliance Office (100 E. Franklin Street, Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

Preliminary Course Outline

The course outline, required and supplementary readings, and written assignments are subject to modification over the 15-week duration of the course. Students should therefore use this outline in conjunction with the weekly syllabi and documents provided online.

Week	Dates	Topics
MODULE 1 – Public Health Perspectives		
1	1/11/16 – 1/17/16	Introduction and conceptual foundations of public health ethics; Codes of ethics for public health
2	1/18/16 – 1/24/16	Approaches to public health ethics
3	1/25/16 – 1/31/16	Ethical decision-making and moral reasoning
4	2/1/16 – 2/7/16	Public health practice; The precautionary principle; Privacy and confidentiality
MODULE 2 – Justice, Exploitation and Human Rights		
5	2/8/16 – 2/14/16	Social determinants of health; Equity and inequity
6	2/15/16 – 2/21/16	Human rights
7	2/22/16 – 2/28/16	Gender and global health
MODULE 3 – Public Health Promotion		
8	2/29/16 – 3/6/16	Individual behavior and obligations
9	3/7/16 – 3/13/16	Infectious disease (The patient as victim and vector)
10	3/14/16 – 3/20/16	SPRING BREAK – NO CLASS
11	3/21/16 – 3/27/16	Immunization
MODULE 4 – Public Health Research and Evaluation		
12	3/28/16 – 4/3/16	Research abuse and misconduct
13	4/4/16 – 4/10/16	Research and evaluation ethics
MODULE 5 – Emerging Topics		
14	4/11/16 – 4/17/16	Public health and new technologies
15	4/18/16 – 4/24/16	Environmental ethics and justice